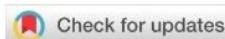


How to Build an Entrepreneurial Spirit from an Early Age for Senior High School Students of Gurukula Bangli

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Abstract

The purpose of this activity is to provide a basic understanding of the concept of entrepreneurship and business development and to inspire students to start recognizing business opportunities around them. Amidst the development of technology and globalization, the world of work is undergoing major changes. The trend of digitalization has created great opportunities for the younger generation to start businesses based on creativity and technology. High school students are at an age where creativity is developing rapidly. They have great potential to recognize opportunities around them, especially in local contexts such as the food sector, crafts, and technology-based services. The method used in this activity began with field observations by visiting students at Gurukula Bangli Senior High School. It continued with a presentation from the lecturer on the problems faced by the students, then a discussion related to the presentation material presented. There was an increase in scores from the pre-test to the post-test of 41.79% of all Gurukula Bangli high school students who participated in community service. The assessment results show that students can understand good business opportunities that have great potential for students and are brave enough to start small steps in the business world. The author appeals that there is still a need for real action from students to see these business opportunities as an opportunity that must be utilized to achieve success.

A. Introduction

Indonesia has a very large population, most of whom are in the productive age group. This condition is an opportunity and a challenge to create an economically independent society that can contribute to national development. One way to achieve this is through strengthening the entrepreneurial spirit from a young age. Amidst the development of technology and globalization, the world of work is undergoing major changes. The trend of digitalization has created great opportunities for the younger generation to start businesses based on creativity and technology. The Digital Economy Era must be utilized for the economy, especially the regional economy. Regional economic development appears challenging because it still uses a traditional financial system (Permana & Wirayudha, 2023). However, not all students have the insight or courage to take advantage of this opportunity. This Data from (*GEM Global Entrepreneurship Monitor, 2024*) shows that interest in entrepreneurship among young people is increasing, but most do not know how to start a business. Entrepreneurship drives economic growth, creates jobs, and improves community welfare (Liawul, 2023). Entrepreneurship drives economic growth, creates jobs, and increases competitiveness. However, the number of entrepreneurs in Indonesia is still relatively low, especially among the younger generation. Adolescence is the right time to instil an entrepreneurial spirit as a provision

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for facing the future. One group that has great potential to develop an entrepreneurial spirit is high school students. At this age, students are in the stage of exploring their identity and starting to consider future careers.

High school students are at an age where creativity is developing rapidly. Generation Z tends to be more susceptible to the influence of a hedonistic lifestyle that buys things that are not a priority for them (Dewi et al., 2024). They have great potential to recognize opportunities around them, especially in local contexts such as the food sector, crafts, and technology-based services. However, limited access to entrepreneurship education is a major barrier. Indonesia's current high school curriculum focuses little on practical entrepreneurship education. Educational developments in Indonesia include increasing access to education, diversifying higher education programs, and efforts to integrate local culture in the curriculum (Zamhari et al., 2023). Based on a report from the Ministry of Education and Culture (Kemendikbud), entrepreneurship education is often delivered theoretically without being supported by direct experience. This makes it difficult for students to connect theory with real-world practice.

Business opportunities are also a factor that is no less important, such as seeing the development of the times so that it can have an impact on the success of the business, which is the dream of every entrepreneur. (Wahyu, 2021). The presentation on entrepreneurship in agriculture, plantations, and fisheries provides a new understanding that students can utilize to seek market opportunities that large business actors do not touch (Simarmata et al., 2024). These business opportunities can only be utilized according to one's desires. The awareness of each individual about the existence of the internet and the benefits obtained and the conveniences provided, encourages the sensitivity of organizations and individuals in seeing the emergence of business opportunities (Perwira et al., 2022). If no chance has come, then the opportunity must be created by oneself by trying to collaborate with other businesses (Permana et al., 2023). Well, with the many problems faced by Gurukula Bangli Senior High School students related to entrepreneurship, we are here to provide a basic understanding of the concept of entrepreneurship and provide inspiration to students to start recognizing business opportunities around them.

Entrepreneurship plays an important role in the economy, such as creating new jobs, encouraging innovation, and increasing national competitiveness. The role of entrepreneurship in the era of globalization in advancing the Indonesian economy greatly encourages economic activities of families, communities, and state-owned companies (Rasyiqa et al., 2023). However, data shows that the number of entrepreneurs in Indonesia is still relatively low compared to other Southeast Asian countries. Many MSMEs in Bali rely on local workers to run their businesses, but there are often gaps in the skills and training required (Aryowiloto & Permana, 2024). It is hoped that MSME development will continue to improve by strengthening the digitalisation of MSMEs (Permana & Wirayudha, 2024). The main obstacles include a lack of understanding of entrepreneurship, limited access to entrepreneurship education, and a lack of courage to take risks.

Gurukula Bangli Senior High School, as an educational institution located in a semi-urban area, has unique challenges and potential. Many students in this area have talent and creativity but lack the opportunity or guidance to recognize and develop entrepreneurial potential. Therefore, a community service program is needed that provides education about entrepreneurship and encourages students to have a creative, innovative, and solution-oriented mindset. The purpose of this activity is to provide a basic understanding of the concept of entrepreneurship and business development and to inspire students to start recognizing business opportunities around them.

B. Methods

The stages of implementing community service activities begin with preparing a permit letter between the Institute for Research and Community Service (LP2M) of Bali International University, the Business Administration Study Program of Bali International University, and the Principal of SMA Gurukula Bangli. The time of implementation of this activity is in December 2024. The number of audience who will attend the activity is 40 people according to the room capacity, followed by determining the topic to be presented, namely "How to Build an Entrepreneurial Spirit from an Early Age for Senior High School Students of Gurukula Bangli" based on the results of the audience needs analysis, SMA Gurukula Bangli students. Then, the implementation stage includes applying educational methods that combine interactive learning processes between resource persons and the audience. The last stage evaluates community service activities, which aims to determine whether this activity has gone according to plan and the material can be well received.

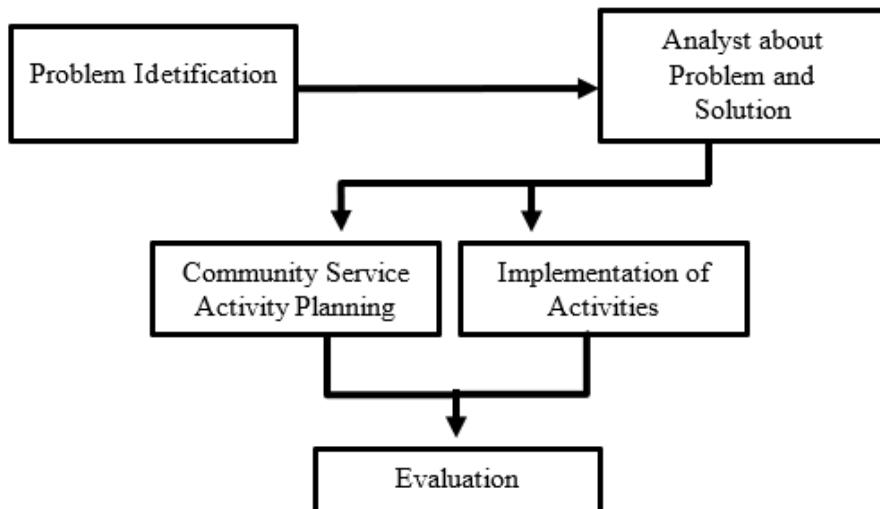


Figure 1. Method of Implementing Activities

1. Problem Identification

Identification of problems based on the needs of high school students of Gurukula Bangli who are eager to start a business at a young age but are confused about where to start. In addition, this desire arises because many of the students come from underprivileged families, so they really want to change their family's fate by opening a business that can lift the economy and have a good impact on the environment around them.

2. Populasi and Sample

Community service activities were carried out at Gurukula Bangli Senior High School with 40 participants. Participants were determined based on representatives from each class XII of 10 people from various regions, including Bangli, Klungkung, Karangasem, and Negara; some even came from Sulawesi and Papua. All students received education from lecturers in the Business Administration Study Program at Bali International University.

3. Implementation of Activities

The form of education delivered material on the importance of entrepreneurship, strategies for starting a business, and several examples of successful young entrepreneurs in the digital era. It was also equipped with videos of Bangli regional resources that can be used in entrepreneurship. Then, I continued with the opening of a discussion session for students who wanted to ask questions related to the topic given. Finally, I continued giving students souvenirs as a form of appreciation for their courage and activeness during the activity.

4. Evaluation

In the evaluation stage, a pre-test and post-test will be given to assess how well the students received the implementation of the activities. According to (Hasan et al., 2024) Conducting continuous monitoring and evaluation of the implementation of household budget management practices by families participating in community service activities. Post-test scores are used to measure the success of the training: participants who obtain a score >9 are considered to have mastered the material on entrepreneurial concepts, business start-up strategies, and identifying business opportunities.

C. Results and Discussion

The purpose of this activity is to provide a basic understanding of the concept of entrepreneurship and business development, as well as how to recognize business opportunities around them. Furthermore, this activity hopes to help students understand that entrepreneurship is not only about big business but also creative solutions to everyday needs and to raise awareness that becoming an entrepreneur is one way to achieve financial independence from an early age.

The indicator of the achievement of the objectives of the training is seen from the post-test score; if the average participant achieves a score of >9 in the post-test, then the participants are said to have understood the training material on the concept of entrepreneurship, business start-up strategies, and reading business

opportunities. If participants only get < 9, then they will be given examples of business opportunities and examples of successful young entrepreneurs so that participants can better understand the material and increase their interest in entrepreneurship by utilizing the resources available in their area. The pre-test questionnaire filled out by 40 participants showed an average score of 6.7. Meanwhile, the post-test questionnaire filled out by the participants showed a score of 9.5. There was an increase in scores from the pre-test to the post-test of 41.79% of all Gurukula Bangli high school students who participated in community service. This shows that Gurukula Bangli High School students are able to understand the educational socialization material presented by speakers from Bali International University well.

Based on the results of the training that has been carried out at Gurukula Bangli Senior High School, it can be seen that students are very enthusiastic in following the training process and ask many questions related to how to start a business and capture business opportunities around them.



Figure 2. Implementation of Activities

Entrepreneurship is very important because it has a strategic role in various aspects of life, both individually, socially, and economically. Some of the roles of entrepreneurs:

1. Encourage Economic Growth, Entrepreneurs create new business opportunities that contribute to economic growth. By creating jobs and expanding markets, they accelerate economic turnover and improve people's well-being.
2. Innovation and Creativity, Entrepreneurs are the driving force of innovation. They create new products, services, or technologies that provide solutions to needs or problems in society, often through creative and unconventional approaches.
3. Creating Jobs, Businesses founded by entrepreneurs help reduce poverty by creating new jobs, both on a small and large scale.
4. Increasing Economic Independence, being an entrepreneur allows individuals to not rely entirely on formal employment. It gives people the opportunity to be financially independent and manage resources according to their vision.

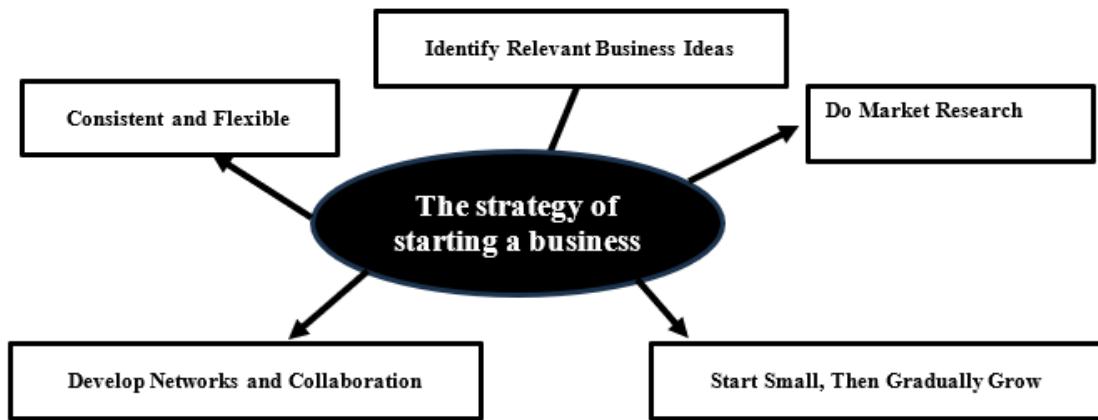


Figure 3. Concept How to Start Business

The strategy of starting a business is very necessary for students to help them enter the world of entrepreneurship because many of them feel confused about getting business ideas and developing business ideas that have been obtained. The following are strategies for starting a business for young people:

1. Identify Relevant Business Ideas

Choose a business idea that offers a solution to a relevant problem in the market. Make sure the business idea is in line with your interests and abilities. Observe local and global trends to find potential opportunities.

2. Do Market Research

Identify who your potential customers are (age, location, needs). Understand competitors' strengths and weaknesses to offer unique added value, and test your business idea with potential customers to ensure there is demand.

3. Start Small, Then Gradually Grow

Start with a simple version of your product or service to test the market, use customer feedback to refine your product or service, and if the MVP is successful, gradually grow the business.

4. Develop Networks and Collaboration

Discuss with the entrepreneurial community to exchange experiences and get inspiration. Build cooperation with other parties who can support your business.

5. Consistent and Flexible

Stay focused on business goals even when facing challenges. Ready to adapt to market changes or customer needs.

This activity is significant in increasing the entrepreneurial spirit from an early age; it is hoped that they will become more knowledgeable about the material, and the entrepreneurial spirit will form a strong character for their personality. Internal factors such as motivation, readiness, and talent hinder young people from participating in pottery entrepreneurship. In contrast, external factors are family and community environmental factors (Susanti & Kisworo, 2021). In addition to the entrepreneurial spirit born from within, many factors can also influence the development of young entrepreneurs today, such as internal factors in the form of motivation and their environment.

Every business actor must be able to create value by changing all challenges into opportunities through ideas that ultimately become business controllers. All challenges can become opportunities if there is innovation; besides that, many business actors are successful not because of the development of their ideas but because of observations and the application of other people's ideas that can be used as opportunities (Naninsih et al., 2023). By building youth entrepreneurship insight, it is hoped that young people can become innovators and be competitive in becoming agents of change in creating jobs, reducing poverty, and encouraging economic growth (Pabendon et al., 2023). There are many business opportunities spread across various regions, especially in Bangli Regency, so students need broad knowledge to capture these opportunities and improve the region's economy.

Indonesia Emas 2045 is a big dream that will later drive the nation's progress, especially in preparing the young generation as human resources who can help solve the problems and issues of this nation by using their ideas, creativity, and innovation (Saleh et al., 2023). Curriculum development must adapt to technological developments and industry needs, including focusing on digital skills, innovation, and leadership. Synergizing in line with the country's vision, namely forming a young and innovative golden generation of Indonesia in 2045, which is capable of utilizing digitalization, it is also necessary to have a young generation that is mentally prepared and has proper education.

D. Conclusion

Community service activities with the theme "How to Build an Entrepreneurial Spirit from an Early Age for Senior High School Students of Gurukula Bangli" provided insight and motivation to students about the importance of building an entrepreneurial spirit from an early age. In this session, students were introduced to the fundamental values of entrepreneurship, such as creativity, courage to take risks, responsibility, and innovation, which are the foundation for creating an independent and competitive generation. As part of the effort towards Indonesia Emas 2045, developing entrepreneurship among the younger generation, especially students is a strategic step to increase the national entrepreneurship ratio, create jobs, and encourage sustainable economic growth.

Through this activity, it is hoped that SMA Gurukula Bangli students will understand the importance of an entrepreneurial spirit and begin to design their vision for a better future. With the potential, they have an excellent opportunity to become part of the superior generation that will make Indonesia a developed country in 2045.

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